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ABSTRACT

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This fifth of the series, "Education Occupations," presents an overview of jobs in the field of education, such as teaching, administration, counseling, and library work. Narrative accounts focus on a children's librarian, a secondary school teacher, and a school counselor, explaining what they do and how they prepared for their careers. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as volunteering in elementary schools and inviting a librarian to speak to the class are suggested. A Job Facts section explains nature and places of work, training and qualifications, and other information for nine education occupations, grouped in occupational clusters of school, college, and library occupations. ("Exploring Careers" is also available as a single volume of fifteen chapters.) (KC)

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Exploring Careers

Education Occupations

U.S. Department of Labor
Ray Marshall, Secretary

Bureau of Labor Statistics
Janet L. Norwood, Commissioner
1979

Bulletin 2001-5

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Exploring Careers is available either as a single volume of 15 chapters or as separate chapters, as follows:

The World of Work and You
Industrial Production Occupations
Office Occupations
Service Occupations
Education Occupations
Sales Occupations
Construction Occupations
Transportation Occupations
Scientific and Technical Occupations
Mechanics and Repairers
Health Occupations
Social Scientists
Social Service Occupations
Performing Arts, Design, and Communications Occupations
Agriculture, Forestry, and Fishery Occupations

Photograph Credits

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Preface

Exploring Careers is a career education resource for youngsters of junior high school age. It provides the kind of information about the world of work that young people need to prepare for a well-informed career choice. At the same time, it offers readers a way of learning more about themselves. The publication aims to build career awareness by means of occupational narratives, evaluative questions, activities, and career games presented in 14 occupational clusters. *Exploring Careers* emphasizes what people do on the job and how they feel about it and stresses the importance of "knowing yourself" when considering a career. It is designed for use in middle school/junior high classrooms, career resource centers, and youth programs run by community, religious, and business organizations.

This is 1 of 15 chapters. A list of all the chapter titles appears inside the front cover.

Exploring Careers was prepared in the Bureau's Division of Occupational Outlook under the supervision of Russell B. Flanders and Neal H. Rosenthal. Max L. Carey provided general direction. Anne Kahl supervised the planning and preparation of the publication. Members of the Division's staff who contributed sections were Lisa S. Dillich, David B. Herst, H. Philip Howard, Chester Curtis Levine, Thomas Nardone, Debra E. Rothstein, and Kathy Wilson. Gloria D. Blue, Brenda Marshall, and Beverly A. Williams assisted.

The Bureau gratefully acknowledges the cooperation of all the workers who agreed to be interviewed and photographed, the teachers and students who field tested a sample chapter, and all who shared their ideas with BLS. Many people in the counseling community offered encouragement and support. Special thanks for her generous assistance go to Cathy Cockrill, Career Education Curriculum Specialist, Fairfax County Public Schools, Fairfax, Virginia.

Although they are based on interviews with actual workers, the occupational narratives are largely fictitious.

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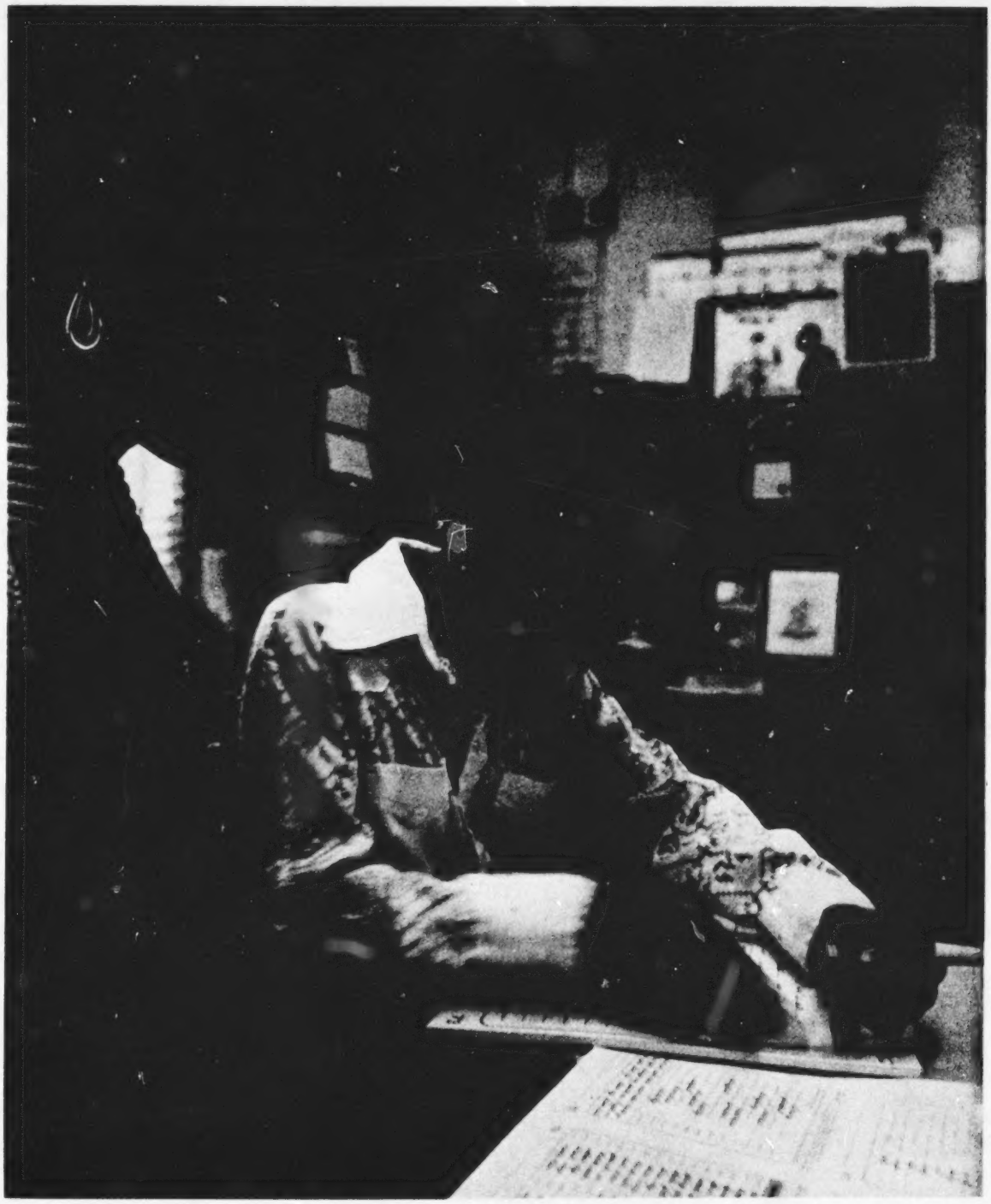
Contents

	Page
Education occupations	1
Children's librarian	12
Secondary school teacher	19
School counselor	25
Job facts	33

Exploring Careers

Education Occupations



Elementary school teachers help awaken their students' desire to learn.

One morning in late August or early September not so long ago you began a great adventure.

It probably started in a room that was crowded with children and adults. You might have been a bit scared. After all, you were only 5 years old and the place and the people were new to you. Still, your mother or father was with you, and you were fairly certain you could handle this new experience called school.

Your parents had told you school would be exciting. They said you would make new friends, play games, paint pictures, and learn about letters and numbers. That sounded nice. But they also said you would stay in school all morning. That did not sound nice. And they had not told you about all these strangers. So with a mixture of fear and anticipation you entered what is called the educational system.

The educational system is the world of schools and libraries, of books, films, records, and many other things to help you learn. More important, it is a world of people—teachers, counselors, administrators, and librarians—people who help others learn, explore, and grow.

You have come a long way in the educational system since that first morning. You have studied reading, writing, grammar, mathematics, science, history, art, and music. Do you think your parents were right? Is learning exciting for you? Is it exciting enough to make you want to help others learn? Have you ever thought there might be a place in education for you? Let's explore some of the possibilities.

All educators need a love of the world of learning.

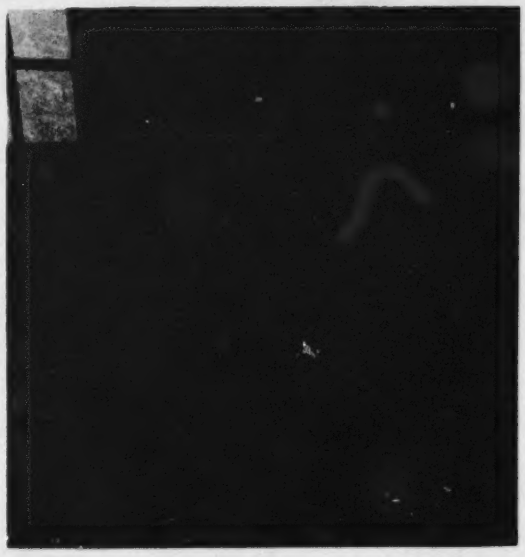
Teachers

Who helps people learn? Teachers, of course. You may think there's nothing we can tell you about teachers that you don't already know. After all, you've seen teachers "on the job" for years. You've taken part in the class discussions and demonstrations, gone on the field trips, and taken the tests. But there's more to teaching than the things that go on in the classroom.

Have you ever considered how much work teachers do "behind the scenes?" First of all, they need to know the subjects they teach. To learn enough about their subject—whether it's fingerpainting or engineering—teachers need 4 years or more of college training. Even after this, they need to keep up with their subject and with current teaching methods. They keep up by studying on their own and by taking courses and going to conferences and workshops from time to time throughout their careers.

Knowing their subjects is just the beginning. Next, teachers have to decide how to present information to a class. What ideas and facts should be emphasized? How quickly should different topics be covered? How should the students' learning be tested? As teachers plan their classes, they must consider school policy and the abilities and needs of the students.

Teachers spend time at night and during weekends preparing their class presentations and correcting exams, papers, and homework. But beyond these similarities,



Many teachers attend summer school to study the subjects they teach.

Teachers of exceptional children need special training.

teachers' jobs vary with the age and needs of their students.

Preschool and kindergarten: Getting ready to learn. Starting school is a big step for young children. They have to get used to the daily routine. They have to learn to get along with other children. They have to develop a desire to learn. *Preschool and kindergarten teachers* help children make these adjustments.

These teachers plan and supervise activities that will help children grow socially, physically, and mentally. Singing and dancing aren't just fun. They're taught to help children get accustomed to groups and encourage them to exercise their bodies. Fingerpainting, story readings, and field trips all stimulate curiosity—a very important part of learning.

Preschool and kindergarten teachers try to keep in touch with parents and talk to them frequently. They let the parents know how their children are doing in school and on the playground.

Elementary school: Learning the basics. In the elementary grades, children start learning basic skills they will use and build on throughout their school years. Reading, writing, and arithmetic get the most attention at first. Then children start spending more of their time in school learning about the world they live in; they study science, social studies, and literature. Stimulating students' desire to learn and helping them develop good study habits also are high priorities in the elementary grades.

Elementary school teachers usually specialize in a particular age group. They plan and conduct all the classes for a certain grade, and come to know all the ins and outs of dealing with first graders, for example. Art, music, reading, and some other elementary school teachers specialize in a subject rather than an age group.

Elementary school teachers are very much interested in the personal and social growth of their students. They watch for emotional and health problems. They also try to maintain close contact with parents.

Junior high and high school: Learning in more detail. Junior high and high school students are ready for more intensive study of the subjects they take, so *secondary school teachers* are subject specialists. They teach a single subject, such as literature, industrial arts, mathematics, or business, to students on several grade levels.

Secondary school teachers are actively concerned with students' personal development. They are expected to enforce school rules in the classroom, the cafeteria, and

the halls. Secondary school teachers also have opportunities to work with students outside the classroom as advisers to school activities and clubs. These teachers, too, meet with parents to discuss students' problems and achievements.

Special teachers for special students. Some students need help in learning because they have physical handicaps or emotional problems. Special education teachers provide such help.

Some students have handicaps that prevent them from studying in regular classes. They must learn skills that will enable them to communicate more effectively. *Teachers of the deaf* show their students how to communicate through lip reading, finger spelling, and other methods. *Teachers of the visually handicapped* teach students to read and write in braille. Using these skills, deaf students and blind students can study regular elementary and secondary school subjects. These teachers also may teach subjects such as English, mathematics, or social studies.

Some special education teachers work with students who suffer from mental or emotional problems. *Teachers of the mentally retarded* help students learn basic academic and living skills. They teach subjects such as reading, writing, and arithmetic and also teach personal and job skills. *Education therapists* work with students who have nervous or emotional disorders. Besides teaching academic subjects, they watch the students for signs of problem behavior.

College: 2 years, 4 years, or more. College is where subjects are explored in depth. Students expect to learn a great deal about the subjects they study, and *college teachers* provide that in-depth analysis. Whether they are in a small junior college or a large university, college teachers must give a complete and detailed presentation

Arts and crafts stimulate curiosity—an important part of learning.

of a subject in their classes. Like high school teachers, college teachers are subject specialists, usually teaching several classes in one subject. Because college teachers are expected to be experts in their subjects, they often spend more time preparing for classes, doing research, and writing than they do teaching in a classroom or laboratory.

College teachers have many nonteaching duties. They work on faculty committees and with student organizations. They may advise students about planning their courses. However, college teachers usually do not concern themselves with their students' personal development.

Learning throughout your life. You may think that your education will end when you graduate from high school or college. However, learning is a lifelong endeavor. You're likely to go on picking up new information, mastering new skills, and broadening your horizons throughout your life. All this activity will create work for teachers.

You might, for example, decide to learn a job skill at a trade school or technical institute. Teachers in these schools instruct students in such areas as automobile mechanics, truckdriving, locksmithing, bookkeeping, cosmetology, or flying.

Or you might take courses to update or upgrade your skills after you've been working for a while. Many companies hire instructors to teach their employees to use equipment properly, to do their work safely, to manage their time more effectively, or to prepare for new responsibilities.

You might take courses for pleasure or recreation or personal fulfillment. Teachers conduct classes in art, music, religion, sports, dancing, yoga . . . just about every subject imaginable.

The reasons people want to learn are almost endless, and teachers of all kinds help them learn.

College professors are experts in the subjects they teach.

Dance teachers help students develop coordination and self-confidence.

Teacher Aides

In many elementary schools, *teacher aides* help teachers with their work. Some high schools use teacher aides, too. Although the duties of teacher aides vary from school to school, their purpose is always the same: To give teachers more time to prepare for classes and work with students.

Some teacher aides do routine or clerical tasks, such as grading papers, taking attendance, or monitoring halls, lunchrooms, or school yards. In some schools, aides help by making maps, charts, or diagrams and by operating audiovisual equipment. Some aides work directly with the students. Under the supervision of a teacher, an

aide might help a group of children do research for a class report or help a student who has missed school catch up with homework.

Counselors

One of the toughest tasks facing students during their school years is learning about themselves. Unless students recognize and understand their own abilities, needs, and desires, they may have difficulty planning their education or finding a job. Understanding themselves also helps students deal with personal problems such as family disputes. *Counselors* in all types of schools help students learn about themselves.

Counselors use many methods to learn about students. They talk with the students individually and in groups. They meet with parents, teachers, and other school officials. They administer aptitude and other self-evaluation tests.

Using their knowledge of students, counselors can help them plan for further education, pick a career, or solve personal problems. Counselors work as part of a team. An elementary school counselor, for example, might send an emotionally troubled student to a school psychologist.

This school counselor is helping a student use a computer to explore careers.

Administrators

In many ways, schools are like businesses. Supplies must be ordered and distributed. The building and its furnishings have to be kept in good repair. Insurance policies have to be renewed. The people who work there—teachers, secretaries, janitors, and cooks—have to be hired, supervised, and paid. Schools also have some special needs. Courses have to be selected. Rules of conduct for students and faculty have to be set and enforced. The people who handle all these things so that teachers can teach, counselors can counsel, and students can learn are the school administrators.

Elementary and secondary school administration. Most elementary and secondary schools are governed by local school boards that are elected by the people of a city, town, or county. The school board delegates the day-to-day job of running the schools to a school superintendent, several supervisors and consultants, and school principals and their assistants. The *school superintendent* is the chief administrator for a school district. Superintendents are responsible for everything about the schools in their district. Superintendents prepare the budget for the school district. They plan for the construction of new schools and the closing of old schools. They make recommendations to the school board and they enforce the policies of the board. In short, superintendents run the whole show.

School districts also employ people called *supervisors* or *consultants* who are in charge of a specific subject or program for the entire school district. There might be an English supervisor, a vocational education supervisor, a career education consultant, and many others in one school district. Supervisors and consultants have many duties. They develop curriculums, visit classrooms, and set up conferences and training sessions for teachers, for example.

School principals control all the education and administrative business of a school. As a result principals have many duties. They supervise the teachers and other school employees. They must maintain good relations with the community. They must enforce the policies of the school board and the school superintendent.

To help them, principals in large schools have assistants. *Assistant principals* usually have authority in one or

more areas of school administration. An assistant principal, for example, may be in charge of student discipline.

College and university administration. Colleges and universities are administered in different ways. The highest authority in many institutions of higher education is the board of trustees. This board delegates day-to-day administration of the school to the *college president* or *chancellor.* Like school district superintendents, college presidents are responsible for all aspects of the school's operation. As a result, they have many duties. Presidents oversee the preparation of the college budget. They also enforce the regulations of the school's board of trustees and recommend policies to the board. Naturally, college presidents can't do all this alone. They have the help of several other adminstrators.

The *academic dean* administers the academic policies and programs of the college. In cooperation with the faculty, the dean decides what courses the college should offer and what the academic standards for students and faculty members should be. The academic dean also coordinates the work of the *department chairpersons.* These are faculty members who administer a single department, such as English, mathematics, or chemistry.

The *dean of students* is in charge of student programs and policies. Deans formulate and enforce rules for student conduct. They also may advise students and groups about personal problems, social activities, and financial assistance.

There are a number of other administrators on college and university campuses. The *registrar* directs the college's registration activities and keeps records of students' grades. The *director of admissions* recruits students and sees that applicants meet the school's standards. The *financial aid officer* helps students obtain scholarships, grants, and loans. The *director of student affairs* plans and coordinates social and recreational activities for students.

No matter how busy he is with other things, this school principal finds time for students.

Librarians work with people—not just with books.

Librarians

Much of the information that people use to learn is contained in books, magazines, newspapers, films, tapes, and many other types of published material. Acquiring this material, organizing it, and helping other people use it is the job of librarians and their assistants.

Some librarians work behind the scenes. They handle jobs such as preparing the library budget, acquiring books and other materials, and organizing and processing them for use by readers. Three such librarians are the acquisitions librarian, the classifier, and the cataloger.

Acquisitions librarians review book catalogs and advertisements to learn what materials are available. Then they order or "acquire" them. To do their jobs well, they must know the books, magazines, or technical information that library users want.

After they have examined a new book, *classifiers* select the classification numbers and descriptive headings for it. To do this, classifiers must know the different systems used to organize library material—the Dewey Decimal system, for example. Classifiers also write out a sample card that shows the author, title, and classification number of the new acquisition.

This sample card is put to use by the *cataloger*. Catalogers prepare the cards in the card catalog that identify all the books, records, and other material in the library's collection. Catalogers also keep the cards in the catalog up to date by adding new information from time to time.

The librarians we know best work directly with the public, helping people use the library. These librarians usually are identified by the kind of library they work in or the group of people they work with.

Librarians generally need a master's degree.

School librarians help students and teachers use school libraries or media centers. These librarians, who sometimes are called *media specialists,* select and order the books, magazines, records, films, tapes, maps, and kits in libraries just like the one in your school. They must know the needs of the teachers and the students in the school. They let teachers and students know what materials are available. Sometimes they set up programs to encourage students and teachers to use the library. Or they conduct tours of the library and show students how to unlock some of its "secrets" by learning to use references such as the *Reader's Guide to Periodical Literature* and the card catalog.

Academic librarians work in college and university libraries. Research and reference collections are very important in these libraries, where students and professors are engaged in serious scholarship. The emphasis on research is so great that in large academic libraries even the acquisitions librarians and catalogers specialize, and handle only certain collections—Slavic books, for example.

Public librarians often specialize in helping a particular group of people. *Children's librarians,* for example, select books and have story hours for youngsters. *Young adult* and *adult librarians* provide services tailored to the interests of their readers. *Extension* or *outreach librarians* work out of bookmobiles and find other ways of bringing library services to people who cannot come to the library. *Reference librarians* help people use the many reference sources in a library. They spend a great deal of time answering questions or showing people where to find answers. In small public libraries, a librarian may handle several of these jobs. It is not unusual for a children's librarian to double as a young adult librarian, for example.

Many law firms, medical schools, government agencies, business firms, and research laboratories have their own libraries. So do historical societies, newspapers, labor unions, music publishers, movie studios, and many other kinds of organizations. The librarians who maintain and run these "special" collections are called *special librarians.* These librarians need a good background in the area that they work in. A librarian who works for a telecommunications firm, for example, may have a college degree in engineering as well as a degree in library science.

Library Clerks and Technicians

All types of librarians are helped in their work by clerks and technicians. *Clerks* do many of the routine and clerical jobs in the library, shelving books, checking in returns, and collecting fines. *Library technicians,* sometimes called library technical assistants, are more skilled than clerks and handle more responsible jobs. They may keep the card catalog up to date, operate audiovisual equipment, and answer readers' questions.

Personal Characteristics

Do you have what it takes for a career in education? What does it take, anyway? There are so many traits that are helpful that it is impossible to list them all. These are some of them.

You should have a *desire to help others* and a *sensitivity to their needs.* As an elementary school teacher you will have to spot the students who have problems with their lessons and personal development and identify the cause of the trouble. In all the teaching occupations you may spend extra time with students who have difficulty with their studies.

Patience helps. If you teach seventh grade algebra and the class cannot understand factoring after your fourth explanation, you can't give up. You simply have to try again.

You will find *tact* useful. As a school counselor, you may need to talk to parents whose child is a troublemaker in school. Unless you are tactful, the parents may not want to cooperate and everyone—the school, the student, and the parents—will suffer.

It is important to be *outgoing*. If you become a teacher, you will be on stage during every class. As a librarian, your job will be to offer assistance to frustrated researchers and confused patrons.

You should *enjoy learning* if you want a career in education. As a high school teacher much of your free time will be spent studying the subject you teach.

You should be a *good organizer*. People in teaching and library occupations often work on several projects at the same time. A high school teacher might have to keep track of five English classes plus two school clubs and serve as class adviser to boot.

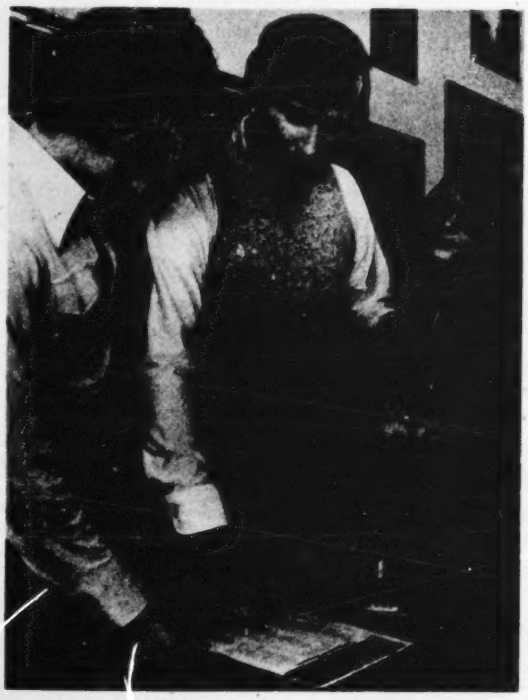
A *good memory* is very valuable As a librarian, you will read hundreds of books and then have to recall the best one for a reader who wants to learn about sailing.

Imagination is an important tool for educators. You might have to think of ways to excite students about high school physics, to lure children away from Saturday morning cartoons to come to the library, or to help high school dropouts prepare for the future.

Training

To prepare for a career in education you will spend many years as a student. For most of the occupations in this field you will need some college training. The number of years that you attend college and the subjects that you study depend on the career that you choose.

Teachers' aides and library technicians generally do not need a college education. However, the education requirements for aides and technicians vary with the amount of responsibility that their job involves. In many school districts and libraries you could be hired as an aide or library clerk directly from high school. You would learn your duties on the job. Some school districts and libraries prefer to hire teacher aides and library



Teaching often continues after the class ends.

Many college professors do research.

technicians who have attended college. Formal training for these occupations is offered by some community and junior colleges.

You would need a State teaching certificate—a license—to become a kindergarten, elementary, or secondary school teacher in any public school, and in a private school in many States. To qualify for the teaching certificate, you'd need a bachelor's degree from a college with a State-approved teacher education program. In college you learn about the subjects that you'll be teaching later on. You also learn methods of teaching and ways of handling students. Student teaching—teaching classes under the supervision of an experienced teacher—is a very important part of the training.

To become a school counselor or administrator you would need teaching experience and additional training. Most States require school counselors to have a teaching certificate and a counseling certificate. Depending on the State, a master's degree in counseling and up to 5 years of teaching experience are required for a counseling certificate. School administrators generally must have many years of teaching experience plus graduate study in education.

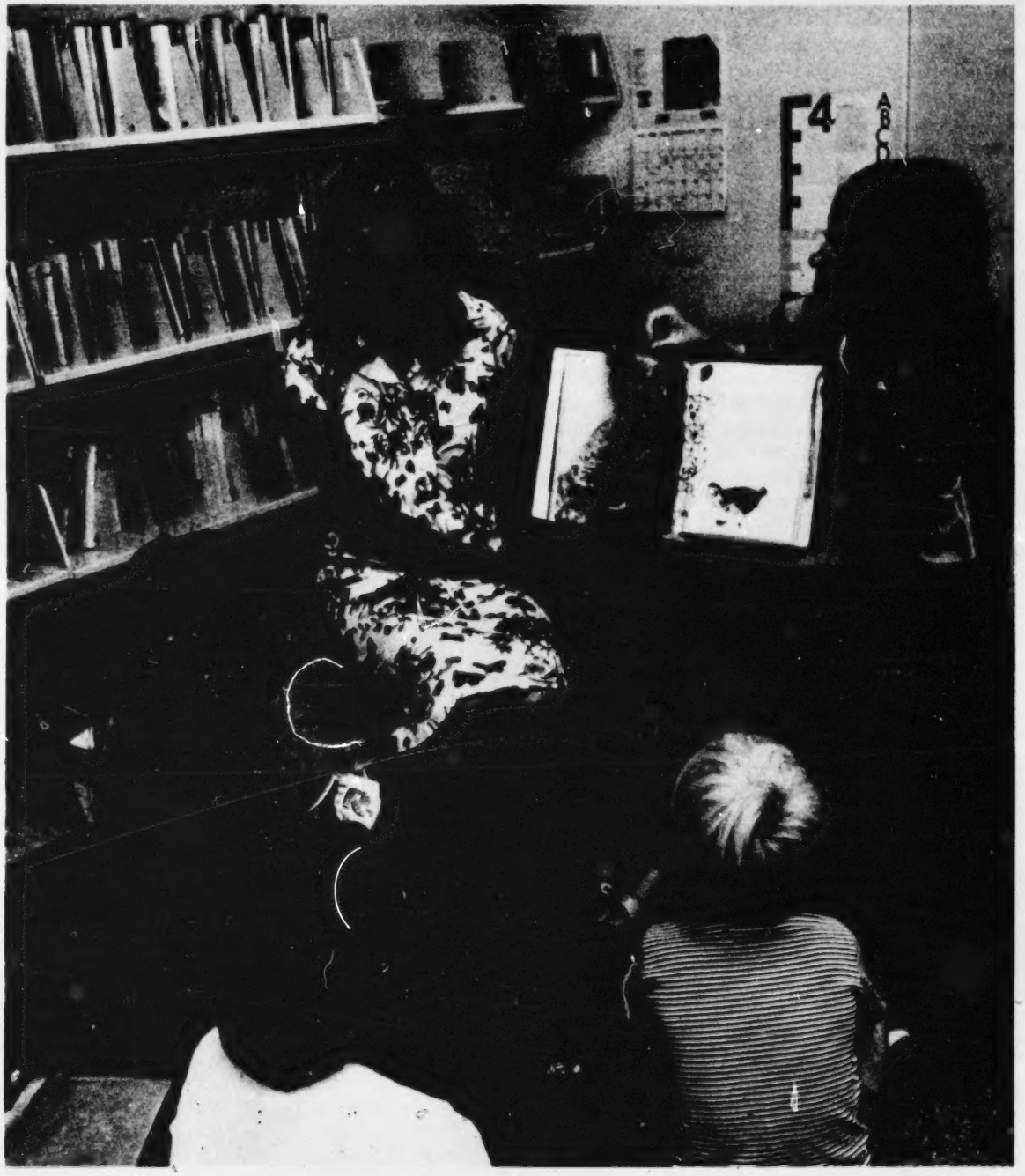
To become a librarian you would need a master's degree in library science. Where you go to library school and what you study there depend on the type of library that you wish to work in. To become a school librarian, you have to train as a librarian and also as a teacher. If you want to be a special librarian, you generally need a college degree in the subject that you intend to specialize in—chemistry or music, to give just two examples. There are special programs to train you as a law librarian or medical librarian, if that is where your interest lies.

Because college teachers must have an in-depth knowledge of their subjects, you would need at least a master's degree to enter this occupation. It usually takes 5 years or more after high school for the master's degree, then 3 or 4 more years of study for a Ph. D. Even then your study of your subject would continue. You would do research and publish books and articles.

Regardless of the occupation that you choose, you will find that your training never really ends. There always will be something new to learn. Your career in education will require a lifetime commitment to your own education.

Teacher aides encourage students to participate in class activities.

Children's Librarian



"When you've worked with children long enough, you get to know what they want," says Librarian Maggie Thompson (left).

Linda paused at the foot of the steps to the Baldwin Public Library.

"Why am I doing this?" she thought.

Linda took a deep breath and marched up the steps, through the door, and to the circulation desk.

"Excuse me," she said to the woman behind the desk. "My name is Linda Sherin. I'm from West End High School and I'm supposed to talk to Ms. Martin about working here as a volunteer aide."

At that, a tall woman walked across the room, smiled, and said, "I'm Gail Martin. I'm glad to meet you, Linda. Ms. Matthey recommended you very highly. Let's go into my office so we can talk."

The office was a small room just behind the circulation desk. After they were seated Ms. Martin said, "As you know, this interview is supposed to give you a chance to decide whether you want to work here as a volunteer page. Let me begin by telling you about the library and the job. We're not a big library, but we're very busy. There always is a lot to do. Since the staff is small, we depend on volunteers like you. You . . ."

"Excuse me," interrupted a young man from the doorway. "Gail, I'm filling out the requisition for the new film series. I need the catalog that has the ordering information."

"Sure, I have it right here," replied Ms. Martin. The man took the catalog and left.

"We show films every Wednesday night," explained Ms. Martin. "That was Tomas Reno. He's one of our library technicians. He's really marvelous. Handles all our audiovisual equipment and half a dozen other jobs.

"As I was saying, there's always a lot to do. As a page, you would shelve books, check in returns, check out books, and any one of a dozen other jobs that come up.

"According to our arrangement with your school, members of your Community Action class work from 1 o'clock to 3 o'clock on Monday, Wednesday, and Thursday afternoons. We expect you to be here on time. Actually I hope you'll like it here so much that you'll look forward to coming here. Maybe even decide to work more than 6 hours a week.

"Well, Linda, what do you say? Do you want to give us a try?"

"I guess so," said Linda hesitantly.

"But you're not sure?" asked Ms. Martin. "Linda, it's important to us that our volunteers like their work. Is something bothering you?"

"No . . . well, I'm not sure I want to work here. I signed up for Community Action to get a chance to work as an aide in the hospital, or in a day care center, or even as a tutor in school. I only came here because Ms. Matthey said I should. She said you needed the most help right now. What I really want to do is work with people. You know, help them somehow."

"I see," said Ms. Martin. "And you don't think you can help people in a library."

"I guess you can, a little."

"Linda, I know we were only supposed to talk today but I'll make a deal with you. You work in the children's section for a couple of hours with Ms. Thompson. If you still don't want the job, I'll talk to Ms. Matthey. Fair enough?"

"I suppose so," Linda said uncertainly.

Ms. Martin led Linda downstairs to the children's room. It was a large room with low bookshelves lining all the walls. On top of the shelves stood large books with bright covers. The walls above the shelves were decorated with colorful posters. In the center of the room were several low tables surrounded by small chairs. On the right side of the room was a low wooden counter, piled high with stacks of books. Seated behind the counter was a woman with long red hair, intent on the piece of furry white cloth she was sewing. She was so engrossed that she didn't look up as Ms. Martin and Linda walked toward her.

"Sewing in a library? What's going on here?" thought Linda to herself, her doubts returning. She was beginning to be sorry that she had agreed to spend the afternoon here.

"Maggie," said Ms. Martin, breaking the woman's concentration, "this is Linda Sherin, a new volunteer aide. She'll work with you until 3 o'clock this afternoon."

"Fantastic," replied the woman. She smiled warmly and hurried from behind the counter, dropping her sewing in her rush.

"I'm Maggie Thompson and am I glad to see you! I have a group of first graders coming in a few minutes, so I won't even have time to give you a quick tour, but you can . . ."

"Hold on, Maggie. We don't want to scare her away on the first day," said Ms. Martin.

"Okay, Gail. I'll go easy."

"I know you will," said Ms. Martin and she went upstairs.

"As I was saying, a class of first graders is coming for a tour," continued Ms. Thompson. "I like to get them in here early in their school careers. Anyway, while I handle the children, you can help me catch up with these returns."

She pointed at the books on the counter. "I wanted to take care of these this morning, but I got tied up with something else. There's always so much to do. I'm talking too much, aren't I? I do that now and again! Well, let's get you started."

Linda was a bit overwhelmed, but she dutifully followed Ms. Thompson to the counter.

Maggie shows Linda how to check in books.

Ms. Thompson showed Linda how to check in the books. The job was simple and Linda soon was working by herself. Ms. Thompson started sewing again.

With only the two of them in the room, it was very quiet. Linda soon lost interest in what she was doing.

"Boring," she thought. "I'll be glad to get out of this place."

Suddenly she heard the clatter of feet and the sound of children's voices from the stairway. In a moment a group of wide-eyed children swept into the room.

It took several minutes for their teacher to get them seated at the tables in the center of the room. During that time Ms. Thompson put down her sewing and stepped from behind the counter. She greeted the teacher and then turned to the children.

"Hello, girls and boys. How are you? My name is Maggie Thompson and I'm a librarian. Your teacher has told me how well you all read, so today I'm going to tell you about a very naughty monkey. You can read more about him in class next week. After that I'll help each of you find a book to take home."

After reading from a large, colorful picture book, Ms. Thompson took some books from the shelves and described them. She acted out scenes from the books and joked with the children. Linda marvelled at the way Ms. Thompson handled the group. She immediately got along with the children and their teacher. She was a real ham and the children loved it.

Ms. Thompson then gave a brief explanation of how to use the children's encyclopedia and the card catalog. Finally she gave the children library cards that already were filled out and showed them how to check out books. After that the children were allowed to look for books on their own. The result was bedlam, or so it seemed to Linda.

Ms. Thompson was swamped with questions. "Where can I find a book about dinosaurs?" "I want a book about space." "Can I read *The Wizard of Oz?*" "Do you have any comic books?" The librarian and the teacher helped each child select a book and check it out.

As the teacher got the children together again at the tables, Ms. Thompson went to the counter and picked

"Every time I help a child find a book, I help him or her grow a little."

up the furry cloth she had been sewing. She held it behind her back. When the children were all seated quietly, Ms. Thompson spoke to them again.

"Girls and boys, it was a pleasure to have you here. I hope you enjoy your books. Please remember to take good care of them and return them here or to your teacher in 2 weeks.

"By the way, every Saturday morning at 10 o'clock we have a story hour and I'd be happy to have you come. This Saturday is very special, because our story will be told by puppets. Right, Mr. Bird?"

From behind her back Ms. Thompson pulled a white furry hand puppet that looked like a bird.

"That's right, Ms. Thompson, and I want all these children to come and meet my friends," mouthed Ms. Thompson.

Linda was impressed by Ms. Thompson's ventriloquism. The children loved it. The children left as noisily as they had come. There was a long chorus of good-bye's and thank you's as Ms. Thompson walked them to the stairway.

"Well, that was fun," she said, returning to the counter. "How are you doing?"

"Pretty well," replied Linda, "I'll be finished soon."

"Good. I'll show you how to shelve the books when you're ready."

"Ms. Thompson, do you give tours like this often?"

"Yes, during the school year. Even though most schools have good libraries, I like to have the children come here. That way they know we have something to offer them."

"How do you know so much about the books? There are so many of them."

"I selected a lot of them," replied Ms. Thompson. "I read book reviews and browse through book stores. My husband says I spend as much time looking for books as I do with him."

"Do you read them all?"

"I try to. That way I can match books and children."

"How do you do that?"

"A little witchcraft."

"What?"

"I'm only teasing. When you've worked with children long enough, you get to know what they want. Even if the children themselves can't explain it very clearly."

"How long have you been a librarian?"

"About 4 years. Before that, I was a budget analyst for the county government. It was a good job, but I decided I wanted a change of scene. I have a friend who is a librarian, and his work always sounded interesting. So I took a year off and went back to college for a master's degree in library science.

"I had planned to become an acquisitions librarian. That's a behind-the-scenes job. You work in an office downtown, and select books, films, magazines—whatever—for the libraries in this system. It's interesting work, but before long I realized that it would be a lot like my old job. And I wanted a big change. So I switched my specialty to children's librarianship. I'm glad I did. I've always wanted a job where I could help people. Now I have it."

"Do you really think you help people here?" Linda asked.

"Certainly," replied Ms. Thompson, astonished. "That's what the library is all about. Every time I help a child find a book I help him or her grow a little. The other day I showed a little girl how to use the encyclopedia. Now that may not seem like much to me or you, but it was tremendously exciting for her. It was as though I had given her the key to a whole new world. She sat here all morning long, just looking things up. It may seem silly, but I was excited too."

"But what's it like when the children aren't here? Don't you get bored?"

"Bored!" said Ms. Thompson, smiling. "Let me tell you what I have to try to do between now and 3 o'clock, when the children start arriving from school. I have to finish working on these puppets. Make some scenery. Set up a new display of books. Talk to Ms. Martin about my budget. Read as many book reviews as I can. Bored? There's no time for it. But we have work to do. Let me know when you're ready to shelve books."

"Um ..." Linda hesitated a moment, then asked, "Will you need any help on Saturday? With the show?"

"I can always use an extra hand, but are you sure you want to give up your Saturday morning?"

Linda thought a moment. "Yes, now I'm sure."

Exploring

Children's librarians help children use the library.

- Are you outgoing?
- Do you like to help people?
- Do you enjoy group activities such as team sports?
- Do you like to babysit or take care of your younger brothers or sisters?

Children's librarians organize story hours and other kinds of programs to interest children in reading and the library.

- Are you good at organizing parties, picnics, or school activities?
- Are you good at thinking up activities on a rainy day?
- Can you keep young children occupied when you are babysitting?
- Are you at ease leading a group?

Children's librarians answer all kinds of questions. They need to be familiar with many subjects.

- Are you curious?
- Do you have many interests in school?
- Do you have several hobbies?
- Do you have a good memory?
- Do you enjoy games that require knowledge of trivia?

Children's librarians select books, films, records, maps, and other material for the library.

- Do you like to read?
- Do you like to do book reports for your school classes?
- Do you read reviews of movies or television shows? Do you ever compare the reviewer's opinion with your own?
- Can you explain why you like or dislike a book, a movie, or a television show?
- Do you ever recommend books, movies, or records to your friends? Do they usually like your recommendations?

Children's librarians often have administrative duties such as supervising clerks and preparing a budget.

- Are you a good organizer?
- Can you handle several jobs at the same time?
- Can you give directions to other people?

Suggested Activities

Read. Use your school and public libraries to familiarize yourself with as many different subjects and styles of writing as possible.

Volunteer to work in a library. Many school and public libraries use volunteers to shelve books, work at the circulation desk, and take care of other clerical jobs. Volunteers also help with story hours, set up displays, and deliver books to people in hospitals and nursing homes.

Working with the public often is an important part of a librarian's job. To see whether this appeals to you, take advantage of opportunities to work with children.

- Take babysitting jobs.
- Offer to help with younger children at a nursery school, day care center, or summer recreational program.
- Volunteer to tutor elementary school students.

Invite a librarian to speak to your class about his or her work and training. You might invite a librarian or media specialist from your school, a librarian from your public library, or a special librarian. If possible, invite several speakers and arrange a panel discussion of the similarities and differences in librarians' jobs.

Chances are that you're already familiar with your school library and public library. To learn more about the different kinds of libraries there are, try to arrange a class tour of a special library in your community. This could be a law library, a medical library, a music library, a map library, the library of a historical society, a rare books library, or a technical library in a business firm or research organization.

Use school assignments to learn more about libraries.

- Find out what services your public library offers the handicapped, the elderly, and other groups in your community. Ask about outreach programs, talking books, large print collections, and foreign language collections, for example. Report your findings to an English or social studies class.
- Report on the origins of the public library system in the United States for an English or social studies assignment.
- Library automation could be a topic for a report in a mathematics, English, or social studies class. Find out how computers are used in libraries for ordering and processing library materials, cataloging them, keeping track of circulation records, and providing "instant" information in response to requests.

Girl Scout and Boy Scout badge programs offer a chance to learn more about such subjects as art, astronomy, child care, citizenship, electricity, languages, and writing. Being familiar with a variety of topics will help you develop the broad background that librarians need.

Role-play a meeting between a public library director and local government officials who provide the funds for the library system. Decide in advance whether the meeting is a small one, attended only by a few library and government officials, or whether it's a public meeting attended by a large number of concerned citizens. Following are examples of topics that might be discussed:

- The need for a bookmobile to provide services to people who cannot get to the library.
- Whether or not to include a particular book, on a controversial subject, in the library's collection.

Related Occupations

Is a library career for you? The work of eight librarians is described below. Try to match each description with the correct job title.

1. Alice organizes library resources in a junior high school. Besides books, she works with magazines, newspapers, charts, films, maps, records, and many other materials.

2. Bill helps researchers by preparing lists of books, magazine articles, unpublished reports, and other sources of information on a particular topic. He often includes a brief summary of the contents of each item on his list. Sometimes he uses the library's computer to get a listing of all the relevant material. Other times, he searches for titles in the card catalog.

3. George examines new library materials and classifies them according to subject matter. He decides which classification numbers and headings should go on the cards that will be put in the card catalog. Although the library where George works uses the Dewey Decimal system, he's familiar with other methods of organizing library materials as well.

4. Ed reads book reviews, publishers' announcements, and catalogs and decides which publications to order for his library. He sometimes gets ideas for new purchases from other librarians or library users.

5. Karen is the person with all the answers. If she doesn't know the answer to a patron's question, she knows where to look.

6. Lou brings his library to his readers.

7. Nancy works in a university medical center. The people who use her library need a librarian who knows the technical "language" used in the health sciences field.

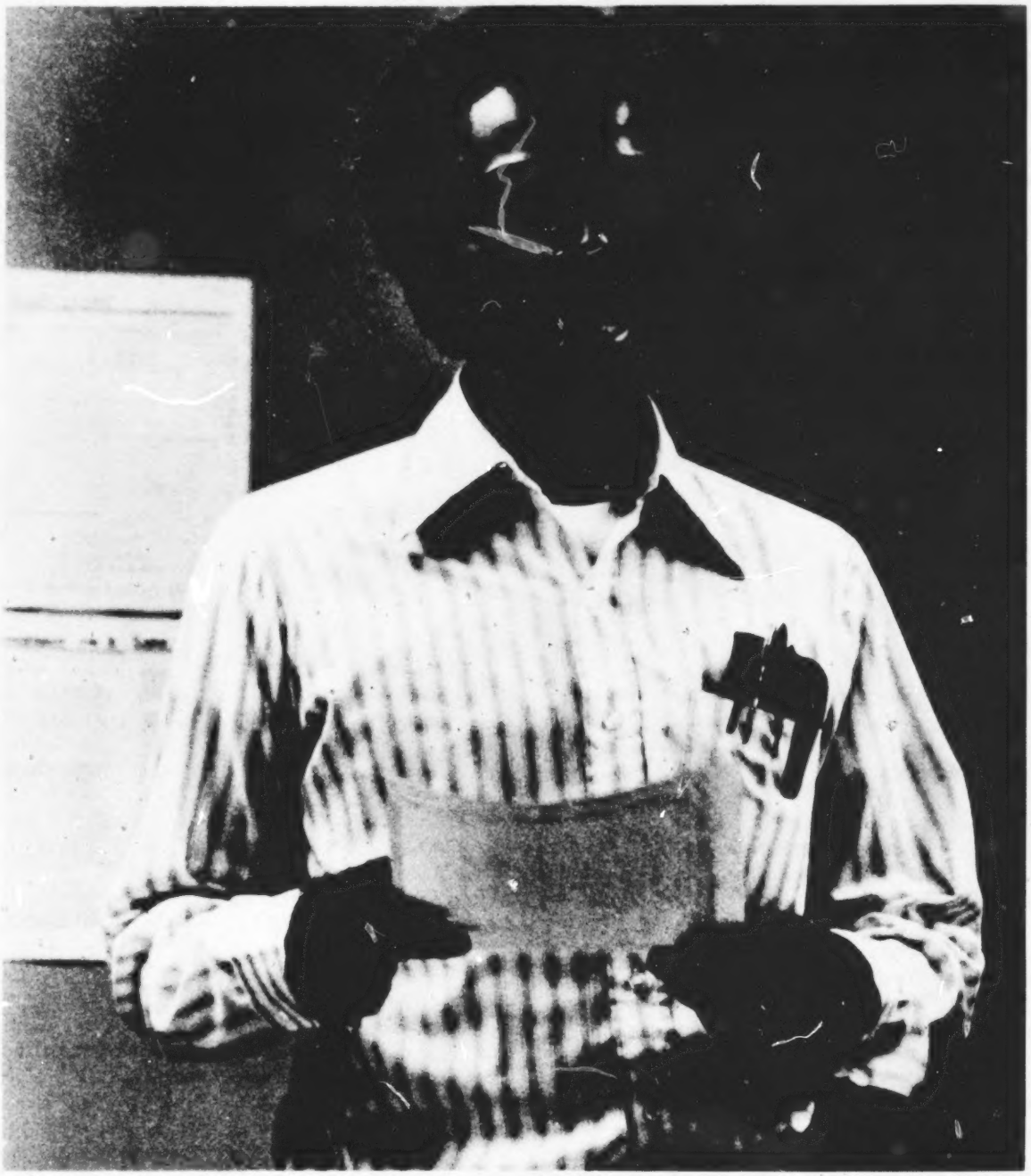
8. Sally is responsible for everything that happens in her branch library.

Acquisitions librarian
Bibliographer
Bookmobile librarian
Chief librarian
Classifier
Media specialist
Medical librarian
Reference librarian

See answers at end of chapter.

Linda needs to learn the library's classification system in order to shelve books correctly.

Secondary School Teacher



When discussion dies down in his English class, Mr. Flannery has to get things moving again.

"Todd?... Todd?... Does anyone know if Michelle Todd is in school today?"

The clamor of voices in the classroom came to a halt. A girl called out from the back of the room, "Michelle went to see the nurse. She didn't feel well."

"Michelle never seems to feel well," thought Mr. Flannery, as he made a note beside her name. The students were beginning to talk loudly again by the time he finished taking attendance.

"They're louder than usual today," he thought. "I suppose it's the anticipation of the 4-day weekend. I'll be glad to get a few days' rest myself, even if I have to spend at least 2 days grading papers and preparing exams."

Mr. Flannery shook his head and said, "Okay, let's get down to business."

The class chatter gradually died down.

"Today we will summarize the lessons about the short story. Are there any questions about the parts of the short story?"

A room of blank faces stared up at the English teacher.

"Do you have any questions about theme... plot... characterization... or what they contribute to the story?"

The class remained quiet.

"Today it will be like pulling teeth," thought Mr. Flannery.

"Well, since there are no questions, I have a little surprise for you." He took a stack of papers from his briefcase.

A groan rose from the class. Several students rustled through their notebooks to find questions.

"Don't worry. I'm not giving a quiz," he said. Instantly the students relaxed.

"This sheet has some questions about the themes, plots, and characters of the stories that we read this week. We'll discuss the answers today. Pay attention because there will be a test with similar questions next Tuesday."

"Next Tuesday," groaned several students.

"Mr Flannery, if the test is Tuesday we'll have to study over the weekend," said Earl Pickett from the front of the class. "Couldn't you postpone it? Please?"

Several students joined in the plea.

"Sorry, but the test will be Tuesday. We've fallen too far behind the other 9th grade literature class. By the way, I also want the topics for your book reports by the end of next week."

It took several minutes for the grumbling to die down. By then Mr. Flannery had finished handing out the papers.

"Okay, read the first question and write the answer. You can use your notes and books."

As the class worked, Mr. Flannery walked around the room and glanced at the students' papers. Occasionally he commented on a student's answer or gave hints to those who were stuck.

After a few minutes Mr. Flannery said, "Let's get started. Earl, what do you have for an answer?"

"Um... I didn't write anything. I couldn't think of an answer."

"Not a good start," thought Mr. Flannery.

"Would you read the question, Earl?"

"What is the theme of *The Cask of Amontillado* by Poe? List sections in the story to support your answer."

"Do you know what a theme is, Earl?"

"Yes, it's what the story is about."

"Right, it's the central idea in a story," said Mr. Flannery. "What happens in this story?"

"Well, this man, Montressor, leads another man, um... Fortunato, into a wine cellar, chains him to a wall and buries him in with stone," replied Earl.

"Very good. Why did Montressor do this?"

"Because Fortunato insulted him and Montressor wanted to get even."

"In other words Montressor wanted revenge."

"Right," replied Earl.

"Not bad," thought Mr. Flannery. "Earl usually doesn't read the assignments that carefully. I'd better involve some of the others before they fall asleep."

"Betty, what did you think the theme of the story was?"

"I said the story was about revenge."

"What about revenge?" Mr. Flannery asked the class. "Is the author saying something about revenge? Ron, what do you think?"

"I think the story says you can't really get revenge."

"Very good. Why do..."

"I don't understand," interrupted Earl. "Montressor got revenge. He killed Fortunato."

"Amazing," thought Mr. Flannery. "This is the first time Earl's been interested in a class discussion."

"Okay, Earl. Montressor does kill Fortunato, but does he really get the revenge that he wants?"

"Sure he does."

"Let's take a closer look," said Mr. Flannery. "In the first paragraph in the story, Montressor says there are two conditions for successful revenge. What are they?"

The students leafed through their books.

"This is great," thought Mr. Flannery. "They're really interested."

"He says the person has to know that he's being punished," called out Jim Riley.

"Very good. What else?"

"Montressor says that he has to punish with impunity," volunteered Steve Muir.

"What does that mean?" asked Mr. Flannery.

"He doesn't want to get caught," said Earl.

"Good. Does Montressor's revenge meet the conditions that he sets?"

"Sure," replied Earl. "Fortunato knows he's being punished and Montressor isn't caught."

"Isn't he?" quizzed Mr. Flannery.

Earl said hesitantly, "It says the body lay undisturbed for 50 years."

"True," said Mr. Flannery. "But doesn't it seem odd that after 50 years Montressor still remembers so many details of his crime? The last line is "In pace requiescat." What does that mean?" continued Mr. Flannery.

"May he rest in peace," replied Earl.

"Right. Why would Montressor wish that for his enemy?"

"Maybe he didn't think Fortunato was resting in peace," replied Jim.

"Yes, maybe Fortunato's ghost was haunting him," said Ron.

"They're getting it," thought Mr. Flannery. "Very good. What else does Montressor say after Fortunato's death that makes you think he was punished?"

The class was silent for a few moments, then Betty said, "He said his heart grew sick."

"Right. Now let's examine what we have said. Montressor wants revenge. Moreover, he wants it with impunity—that is, without being punished himself. At the end of the story Montressor says he is sick at heart, and indicates that the crime and the memory of Fortunato still bother him after 50 years."

"Okay, Earl," Mr. Flannery thought to himself. "I know you have it. Don't let me down." The teacher stepped right next to Earl and looked directly at him.

"Earl, now can you explain the story's theme—that it is impossible to get revenge?"

"No."

Mr. Flannery almost staggered back a step. He felt crushed by Earl's answer. "Oh, Earl, I was sure you had it," he thought.

"I wish I had more time to help each student."

After a moment Mr. Flannery said slowly, "Okay, I'll explain. Montressor doesn't get the revenge that he wants because he feels guilty. Even though he's not caught, he's punished by his conscience."

"Oh, I see," said Earl quickly. Mr. Flannery wasn't sure that Earl really understood.

"Try the next question," he said.

As the class worked on the second question, Mr. Flannery leaned against his desk. He noticed some students talking instead of working. As he was about to correct them, the classroom door swung open and Michelle Todd walked in.

"Mr. Flannery, the nurse said I can go home, but you have to sign this note," said Michelle very loudly. Several students looked up from their work.

"Michelle, please be quiet. You're disturbing the class," said Mr. Flannery. "What's the matter?"

"I don't know," the girl replied. "I just don't feel well."

"Michelle, this is the third time that you've left early this month. You know your grades...."

"I can't help it if I'm sick," said Michelle even more loudly. Several students giggled.

"I guess not," said Mr. Flannery. "Here's the note." Michelle left the room and slammed the door behind her. The class looked up, startled.

"Back to work," snapped Mr. Flannery.

"Calm down, Flannery. You're not a miracle worker. You can't work with some kids," he thought.

Mr. Flannery kept the discussion going, but the class had lost its enthusiasm. Most of the students closed their books and were ready to leave long before the bell rang.

When it did ring, the students rushed out the door. Mr. Flannery dropped into his chair. He was ready for a break. After a few minutes Mr. Flannery took a small notebook from his briefcase and checked his schedule for the day.

9:20—9th grade literature, first section
10:05—Work on term papers.
10:50—10th grade literature, third section.
11:35—Lunch patrol.

"I don't need that today," he thought. "I'd really prefer to eat with adults today or better yet alone."

12:30—9th grade literature, second section.
1:45—10th grade literature, first section.
2:30—12th grade writing course.
3:15—Talk to principal about cheerleader uniforms.
5:00—Pictures of basketball game for yearbook.

"And then I get to go to my class at night school. Maybe I shouldn't have taken a course this semester. Monitoring the cheerleaders and the yearbook take up enough of my free time. But Professor Walton's class on classical themes in modern drama was too tempting to pass up. Besides, going to school at night is no tougher now than it was 5 years ago when I was taking the graduate courses I needed for my permanent certification.

"Teaching has its headaches, but I can't see myself in any other line of work."

"Five years of teaching," he mused. "With all the headaches it sometimes feels like 50. But I can't see myself in any other line of work. I wonder why."

"Mr. Flannery," Earl stood in the doorway.

"Earl, what's up?"

"I wanted to know if I could do my book report on another one of Poe's stories," said Earl. "I really liked *The Cask* and your explanation of it. I'd like to read some other stuff of Poe's."

"That will be fine," said Mr. Flannery. Earl left the room.

"Well, I guess that's one reason why."

Exploring

Secondary school teachers help students learn.

- Do you like to help other people learn?
- Do you help your classmates with their school work?
- Do you like to help young children learn their letters and numbers?

Secon[illegible]hool teachers learn as well as teach. They must k[illegible]great deal about their subjects and keep up with n[illegible]mation and ideas.

- Do you enjoy learning?
- When you are curious about something, do you go to an encyclopedia or library to learn more about it?
- Can you learn on your own? Can you read a book and pick out the important ideas?
- Is there a subject that you especially enjoy studying?

Secondary school teachers must be able to command the attention of a group.

- Are you good at making class presentations?
- Is it easy for you to speak up at meetings or in groups?
- Do friends ever ask you to be the spokesperson for a group?

Secondary school teachers work with people—students, parents, faculty, and school administrators.

- Do you like to work with people?
- Are you active in school clubs or committees?
- Do you enjoy working with others on class projects?
- Do you like team sports?
- Are you patient?
- Are you tactful?
- Are you diplomatic when people don't go along with your ideas?

Secondary school teachers often have nonteaching duties. They monitor lunchrooms and serve as advisers for student activities.

- Are you a good organizer?
- Can you handle several jobs at one time?
- Do you participate in extracurricular activities in school?
- Are you good at directing the work of other people?

Secondary school teachers often work in the evenings and during weekends.

- Do you think you would be willing to work at night or on weekends?

Suggested Activities

Get involved in activities that give you an opportunity to develop teaching and leadership skills. Volunteer to tutor your classmates or younger students in a subject that interests you. Volunteer to help with children at a Head Start program, day care center, or nursery. Offer to direct children in arts and crafts, music, or sports in a summer recreation program. Participate in extracurricular activities in which you work with other students, such as school clubs, the school paper, or the school yearbook.

Talk to several secondary school teachers about their jobs. Find out why they became teachers, how they feel about the subject they teach, how they feel about the students, and what they like and dislike about teaching. Ask elementary school teachers the same questions and compare answers.

If you know the subject you would like to teach, talk to the teacher who teaches it in your school. Find out why he or she teaches that subject. Ask for a list of books you could read to learn more about the subject.

Use school assignments to learn more about teaching.

- Prepare a report on the growth of public education in the United States for a history class.
- Prepare a report on current issues in education for an English or social studies class.
- Prepare a report on the use of computers in education for a science class.

Join an Education or Teaching Explorer Post, if there is one in your area. Exploring is open to young men and women aged 14 through 20. To find out about Explorer posts in your area, call "Boy Scouts of America" listed in your phone book and ask for the "Explorer Division."

If you are a Girl Scout, see if your local troop has the From Dreams to Reality program of career exploration. Troops may also offer opportunities to try out careers through internships, service aide and community action projects, and proficiency badges.

Teachers deal with many people in many different situations. Role-play the following situations to get a better idea of the teacher's point of view.

- A teacher correcting a student who continually disrupts class.
- A teacher explaining to a student's parents why the student failed the course.
- A teacher discussing a new course with the school principal.

Write for career information to American Federation of Teachers, 11 Dupont Circle, N.W., Washington, D.C. 20036.

Related Occupations

How many kinds of teachers are there? You probably can name quite a few just from the teachers in your school—athletic coach, biology teacher, history teacher, typing teacher, and more. If you add the elementary school, college, and adult education teachers that you know about, the list becomes even longer. But your list still would include only some of the occupations in teaching. For every subject people want to learn, there is some type of teacher.

The scrambled letters below contain the names of fourteen teachers. Each teaches a subject that is important in one of the fourteen occupational clusters in *Exploring Careers.* First unscramble the letters to find the job title. Then match the job with the right occupational cluster.

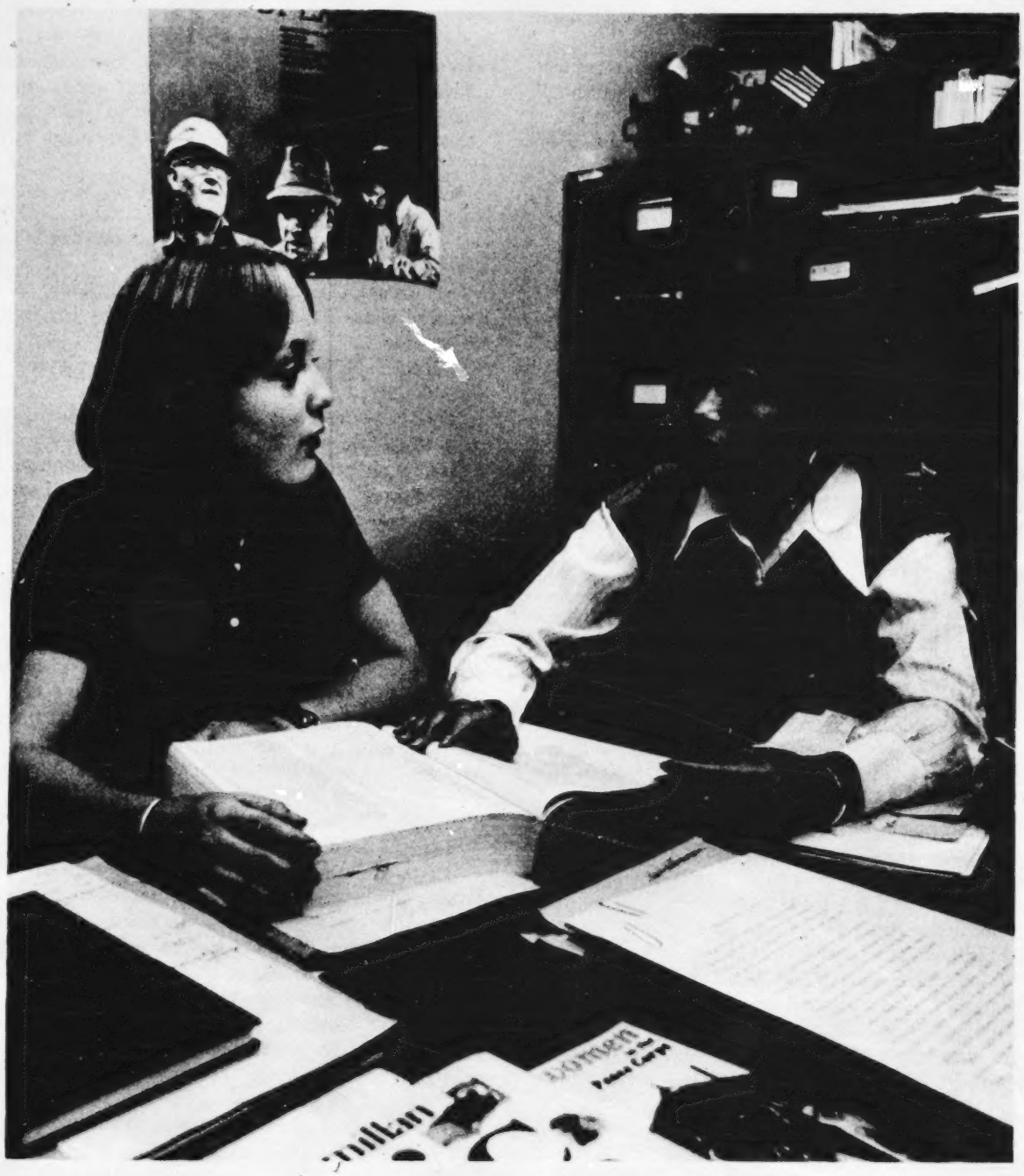
1. TRIALDUSIN STAR ERTEAHC
2. GNIOOCK ERTEAHC
3. RARYLIB SECNCEI ERTEAHC
4. WLA FESSORPOR
5. DELMOING CHAETER
6. NILGYF ROICSUNTRT
7. GINGINENEER CHAETER
8. HCTAWMAKNIG CHAETER
9. SINGRUN AHCRETE
10. ONOCEMICS AHCRETE
11. EHOM ONOCEMICS AHCRETE
12. TAR ETEAHCR
13. ROFTESYR ETEAHCR
14. PHOS TMAH ETEAHCR

Occupational Clusters

Agriculture, Forestry, and Fishery Occupations
Construction Occupations
Education Occupations
Health Occupations
Industrial Production Occupations
Mechanics and Repairers
Office Occupations
Sales Occupations
Performing Arts, Design, and Communications Occupations
Scientific and Technical Occupations
Service Occupations
Social Scientists
Social Service Occupations
Transportation Occupations

See answers at end of chapter.

School Counselor



Jean Matthey feels that the best part of her job is helping students understand themselves.

Jean Matthey took one last sip of coffee before leaving the faculty lounge.

"I hope no one bothers me this first hour," she thought as she opened the door to her office. "I need some time to catch up on my paperwork."

"No such luck," she said out loud as she spotted the note on her desk. It was from Ms. Thornton, the school principal: "Jean, please see me as soon as possible."

Ms. Thornton was looking over some budget figures for the school board when Jean entered the office.

"You wanted to see me?" asked Jean.

"Oh, yes. Won't keep you a minute," replied Ms. Thornton. "It's about Michelle Todd. She's been out of school a lot recently, as you know."

"Yes," agreed Jean. "Doesn't she have tonsilitis?"

"We thought so. But yesterday, while Mr. Flannery was at the mall arranging exhibition space for the cheerleader tryouts, he saw Michelle. And in the middle of the morning!"

"Have you notified the truant officer?" Jean inquired.

"No, not yet. I think you'd be well advised to have a talk with Mrs. Todd before we contact the truant officer. A little straight talk from the school counselor might be sufficient."

"Have you made an appointment with Mrs. Todd?" Jean asked.

"Yes, she's coming today at 1:30, during your free hour. Do you think you can handle this problem for me? The situation is rather delicate since Mrs. Todd continually writes notes to excuse her absences."

"I see what you mean," said Jean hesitantly. "I'll try to be diplomatic. I'm certainly glad to have this chance to get to the root of the problem without involving the truant officer. I'll keep you posted."

"Thank you, Jean."

As she headed for her office, Jean suddenly remembered her morning appointment with Julie Cauldwell. Her step quickened.

"Hi, Jean." It was Mr. Flannery.

"Oh, hello, Jim. Say, why do you suppose Michelle Todd is missing so much school lately?"

"I don't really know, Jean. It's all the more surprising when you consider she was one of my best students a month ago. Now I can't even get her to sit through an entire class period. I've tried talking to her but she seems very uptight. Some kids . . . you know how hard it can be to get through to . . . ."

"Thanks for the information, Jim," said Jean, interrupting the English teacher in mid-sentence. "I'm late for an appointment so I've got to go," she apologized.

"Sure, Jean. See you later."

"Jim really is a good teacher," she thought to herself. "He tries to reach out to all of his students, but he doesn't always have the time to get to the root of their problems. But that's why I'm here, after all."

She had a fleeting thought of herself as a teacher 3 years ago. She had been spending so much time helping her students with their courses and concerns that she decided to train to become a counselor. Two years back at the university in a master's program in counseling and then—Middlesex Junior High. "I'm really glad I made the change," thought Jean proudly. "This is more for me . . ."

"Good morning, Julie," the counselor said to the youngster quietly waiting in her office. "Did you look over the list of organizations that are cooperating in our work-study program?"

"No, ma'am. I lost my copy. But I already know where I want to work. Would you sign me up for The Crazy Horse Boutique?"

"Gladly, Julie. I didn't realize that you were interested in fashion retailing," said Jean cheerfully.

"I'm not. I mean, I'm sort of interested in it. But mostly I want to work there because Mary Simmons is."

"Oh," said Jean softly. "Listen, Julie, why don't we go over the list once more. Perhaps we'll come across something you are particularly interested in and . . . ."

"No, thanks, Ms. Matthey. Just sign me up for The Crazy Horse. I've got to be going since I have to meet Mary . . . ."

"O.K., Julie. The Crazy Horse it is."

As Jean watched the girl leave, she suddenly began thinking about herself at 14. Pamela Glenn had been her best friend in ninth grade. Inseparable! Or so everyone had said . . . . The phone rang as Jean was trying with some difficulty to remember the last time she and Pam had seen each other. The call jarred her from her thoughts.

"Hello, Jean? Jean, are you there?"

"Liz, you sound panicked. What can I do for you?"

"I am in a panic," replied Liz emphatically. Liz Swoyer taught drama at Middlesex Junior High. "Rudy Kowalski, my student stage manager, is moving with his family to Cincinnati," she continued in an agitated voice. "We were about to begin rehearsing for our second production, My Fair Lady, but without a stage manager, we are at a standstill. Do you know a hard-working student with leadership ability and organizational skills? I only have a few days to train him or her so we must find someone quickly!"

"Let me think about it," said Jean. "Can I get back to you tomorrow morning?"

"Sure, Jean. I'll be waiting to hear from you. Goodbye."

After hanging up the phone, Jean began flipping through her student activity card file.

"Hmm . . . Let's see, Mark Feingold? No, he's too busy with football. Susan Vetter? No. she has soccer practice every day after school. Hmm . . . Maybe Barbara Shapley. No, her grades are slipping as it is now. Maybe Phil Caron . . . ."

After lunch Jean walked to her office to meet Mrs. Todd. The woman's face showed her concern. She was nervously flipping through a magazine. As Jean approached, she felt a surge of compassion.

"Hello, Mrs. Todd. I'm Jean Matthey, the school counselor. I'd like to talk to you about Michelle. Lately she hasn't . . ."

"I know," interrupted Mrs. Todd. "She hasn't been coming to school. I'm partly to blame, you know, because I allow her to stay home. She has not wanted to come to school this past month. And she has been so sad lately I haven't had the heart to force her to go."

"She's been sad?" inquired Jean softly.

"Well, yes. You see, for months she practiced her speech for the debate team tryouts. I used to find her 3x5 cards all over the house. She's never worked so hard for anything in her life!"

"And did she make the team, Mrs. Todd?"

"No, she was rejected in the first round." Mrs. Todd's eyes misted over. "It broke my heart to see it. This age is difficult enough without this kind of rejection. I don't see why everyone can't be accepted. Do you? Can you do anything to help, Ms. Matthey?"

Jean was deep in thought. "Actually, Mrs. Todd, I do think I can help Michelle recover from her disappointment. Is she home now?"

"Why yes, I suppose so. What do you have in mind?"

"I would prefer talking to Michelle about it first, if you don't mind."

"Oh, not at all, Ms. Matthey. If you could do anything to help boost her spirits, I'd appreciate it very much."

"I'll do what I can, Mrs. Todd. I'll give you a call after I've talked to Michelle."

"Fine. Thank you so much, Ms. Matthey."

Jean felt exhilarated. Every now and then things seemed to click.

She dialed the Todds' number.

"Hello?"

"Hello, Michelle. This is Ms. Matthey. I was wondering if you would come to school an hour early tomorrow morning to meet with Ms. Swoyer, the drama teacher . . . "

Jean likes talking with parents. "They help make counseling work."

Exploring

School counselors help students talk about their personal and social concerns. They must have an understanding of human emotions and behavior.

- Are you interested in knowing what causes people to respond as they do to an advertisement, a public appearance by a rock star, or a disaster?
- Are you able to forget about your problems in order to concentrate on those of a friend?
- Do you respond compassionately when a friend is upset, even though you feel he or she is overreacting?
- Are you able to comfort a younger brother or sister when his or her feelings have been hurt?
- Can you comfort a parent when he or she is upset?
- Can you tell when someone's feelings have been hurt even though he or she is trying to conceal it?

School counselors must be able to establish warm relationships with others. This encourages people to express their true feelings and, ultimately, to grow.

- Are you able to make guests feel welcome?
- Are you good at introducing people to one another at a party?
- Are you friendly with newcomers in your school or neighborhood?
- Do your friends confide in you?
- Are you able to criticize others in a way that doesn't hurt their feelings?
- Are you good at dealing with someone who constantly interrupts or never gets to the point?
- Are you patient in listening to someone else's troubles even though you hear the same thing over and over again?
- Do you become annoyed if a friend doesn't follow your advice even though he or she asked for it?

"I often see myself in the teenagers I counsel. I had many of the same problems."

School counselors must believe that a person can succeed if he or she really tries. They must remain supportive during trying times in the lives of individuals.

- Are you an optimistic, up-beat sort of person?
- Do friends come to you when they are sad?
- Can you talk someone into a good mood?
- Do you get excited about little things?
- Are you good at boosting a friend's confidence when he or she is nervous about an exam, a tryout, or asking someone for a date?
- Would you be good at coaching a team?

School counselors don't always see the results of their work right away. They must remain supportive and hopeful even though progress is slow.

- Do you appreciate small gains or progress?
- Do you have the patience to grow a garden?
- Are you able to stick with a diet or exercise program?

School counselors assist students with education and career planning.

- Are you good at planning ahead for things?
- Are you aware of the curriculum choices that you'll be asked to make in high school?
- Do you know which high school courses you'd need to be accepted for college, vocational school, or apprenticeship training?

School counselors must administer the school guidance program. They must be good at organizing work and getting along with people.

- Are you able to organize your time?
- Are you able to carry out a study plan?
- Are you a good leader? Do other people go along with your ideas when you're in charge of a group?
- Do you like to coordinate cookie sales, calendar sales, greeting card sales, or other fund-raising projects?
- Do you like to organize trips or parties?

School counselors must "sell" the guidance program to school faculty as well as students.

- Are you good at making presentations to the class?
- Are you able to command the attention of others while speaking?
- Are you successful at getting your point across in an argument?
- Are you able to convince your parents of the merits of a particular activity that you wish to pursue when they are against it?

School counselors must be able to identify students in need of special assistance.

- Can you tell which of your friends need help with schoolwork?
- Can you tell when a friend is upset about something?
- Do you know whether there's a drug problem in your school?
- Do you know if any of your classmates have been in trouble with the police?

Suggested Activities

Involve yourself in a program or organization that is concerned with social problems in your community: Illiteracy, juvenile delinquency, education and recreation for the handicapped, friendly visiting and escort service for the elderly. This will test your interest in helping others.

Volunteer to help with clerical tasks in a hot-line crisis center. If you can show yourself to be a particularly mature, responsible teen, you may be given an opportunity to take the training and become a telephone listener.

Volunteer to work in a half-way house.

Volunteer to help with recreation programs sponsored by the YMCA, YWCA, your local government, or neighborhood centers.

Get in touch with the American National Red Cross about opportunities to work as a youth volunteer. Red Cross youth volunteers serve as tutors for younger children and as aides in day care centers; help with community programs related to drug abuse among young people; and play and study with homebound and handicapped children.

Contact the Boys' Club or Girls' Club in your community. Clubs offer a wide variety of programs including work with retarded and handicapped children. Work with handicapped youngsters will help you build experience for future rehabilitation counseling.

Volunteer to work in your school counseling center during a free hour.

Ask your school counselor if you may observe a session in which he/she helps a student with college selection or occupational information. Think about your own goals for the future as you observe.

Using what you've learned about counseling in the preceding exercise, role-play a situation in which a student wants some information on prospective colleges or occupational choices. Plan the roles ahead of time. What questions does the counselor ask about interests? About skills? About training? What questions does the student ask about colleges? Occupations?

Invite the school counselor to speak to your class. Ask for a description of the work as well as training requirements. Prepare questions ahead of time.

Take part in a group activity designed to promote self-sufficiency and self-awareness. If you are a Girl Scout, find out if your troop has the From Dreams to Reality program, which promotes self-exploration through career awareness. If you are a Boy Scout, you may want to take part in the High Adventure program. Outward Bound retreats are also designed to encourage self-sufficiency.

Put yourself in the helper role on a daily basis. This may involve listening to a friend talk through a problem, visiting an invalid in the hospital, or becoming a Big Sister or Big Brother to a disadvantaged or handicapped child in your community.

Talk to your friends about their college or career ideas for the future. Take note of the different visions. Discuss the importance of planning for good occupational choices.

Read books and magazines on the counseling field. Test your interest.

Write for career information to the American School Counselors Association, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, Virginia 22041.

Related Occupations

School counselors are not the only people whose jobs involve helping others. Combine the following pictures of objects, signs, letters, and so forth and discover the names of eight other occupations.

See answers at end of chapter.

1. _____

T + -R + -LEADER -E

2. _____

-AP +

+ L WORKER

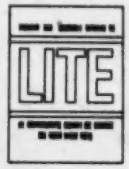
3. _____

-T

Education Occupations

4. M + -W + YMENT COUNSELOR

5. -AY + + -V

6. -INDEER + -T +  -E +

ATION COUNSELOR

7. -SKIRT + -E

8. -AR + -D + +E +

-A PLANNING AND PLACEMENT COUNSELOR

Teachers need patience to go over the same point again and again.

Job Facts

There isn't room in this book for a story about every education occupation. However, you'll find some important facts about nine of these occupations in the following section. If you want additional information about any of them, you might begin by consulting the Department of Labor's *Occupational Outlook Handbook*, which should be available in your school or public library.

Occupation	*Nature and places of work*	*Training and qualifications*	*Other information*
SCHOOL OCCUPATIONS			
Kindergarten and Elementary School Teachers	Most elementary school teachers work in public schools in grades 1 through 6. Some work in private schools or in middle schools.	A bachelor's degree from a State-approved teacher education program is required for most beginning jobs. In some States graduate study is necessary to get permanent teaching certification. States and local school systems may have other requirements, such as U.S. citizenship. Elementary school teachers should have a strong desire to work with young children. They need to be warm, creative, and patient.	Elementary school teachers often work evenings and weekends. They prepare lessons, grade papers, attend meetings, and supervise student activities.

Occupation	*Nature and places of work*	*Training and qualifications*	*Other information*
Teacher Aides	Most teacher aides work in elementary schools. Schools with many students are more likely than small schools to employ teacher aides.	The training of teacher aides varies among school districts. Many teacher aides train on the job or in classes conducted by their school district. Some aides train at 2-year colleges, where they receive an associate degree. Teacher aides must have a desire to help children and a willingness to follow a teacher's directions.	Many teacher aides are part-time workers. Some are unpaid volunteers.
Secondary School Teachers	Most secondary school teachers work in public schools. Over half teach in senior high schools; about one-third teach in junior high schools.	A bachelor's degree from a State-approved teacher education program is required for most beginning jobs. In some States graduate study is necessary to get permanent teaching certification. State and local school systems may have other requirements, such as U.S. citizenship. Secondary school teachers need a keen interest in their subject as well as a desire to work with young people.	Secondary school teachers often spend evenings and weekends preparing lessons, grading papers, attending meetings, and supervising student activities.
School Counselors	School counselors help students understand themselves and resolve their problems. They give aptitude, interest, and ability tests. They hold individual and group sessions so that students can "talk through" their concerns. They may teach classes in occupations and careers or other special subjects. Most counselors work in elementary, middle, or high schools.	A master's degree in counseling and some teaching experience usually are necessary. Most States require school counselors to have counseling and teaching certificates. The education and experience requirements for these certificates vary among States. School counselors must be able to deal with all types of people. They work with students, parents, teachers, school administrators, and community leaders.	Some counselors work part time as consultants for private or public counseling centers, government agencies, or private businesses.
COLLEGE OCCUPATIONS			
College and University Teachers	Most college and university teachers work for public colleges and universities. Over half teach in universities and 4-year colleges and about one-fifth teach in 2-year colleges.	Graduate study is necessary. In most subjects at least a master's degree is required for a beginning job as an instructor. Additional graduate study, teaching experience, and research and publication of books and papers are needed to advance to the higher faculty ranks—assistant professor, associate professor, and full professor.	Although college and university teachers seldom teach more than 14 or 15 hours a week, they often spend about 55 hours a week on school-related activities, such as research and meetings with students. College and university teachers need a keen interest in their subject. They must study constantly to learn more about their field.

Education Occupations

Occupation	*Nature and places of work*	*Training and qualifications*	*Other information*
College Student Personnel Workers	These workers develop and administer services for college students. The field includes people with a number of different job titles: Admissions officer, dean of students, registrar, student housing officer, residence hall director, college placement officer, financial aid officer, student activities adviser, foreign student adviser, and counselor. These workers are employed in colleges and universities throughout the country.	Educational requirements vary for the different jobs in this field. A bachelor's or master's degree in personnel administration or in one of the social sciences often is preferred. For work as a counselor, a master's degree in clinical or counseling psychology usually is required. These workers must be interested in people and good at dealing with them. They must be able to handle unexpected and unusual situations.	Unlike college teachers, college student personnel workers usually work all 12 months of the year. Irregular hours and overtime work often are necessary.
College Career Planning and Placement Counselors	These workers help college students and alumni examine their career goals and find jobs. Sometimes they arrange for job recruiters to visit the campus and set up interviews with students. They work for colleges and universities and for community and junior colleges.	A bachelor's degree in psychology or sociology is customary for a job in this field. A master's degree in clinical or counseling psychology is helpful. People in this field should be energetic and able to work under pressure because they must organize and administer a wide variety of activities. They must have an interest in people and be able to get along with them easily.	These workers also are known as college placement officers. These workers frequently work more than 40 hours a week. The workload is especially heavy during the recruiting season.
LIBRARY OCCUPATIONS			
Librarians	Most librarians work in school libraries or media centers, public libraries, and college or university libraries. Some work for organizations that have their own library, such as government agencies, law firms, research organizations, and business firms.	Librarians usually need a master's degree in library science. School librarians may be hired with a bachelor's degree in library science plus appropriate courses in education. School librarians in most States must be trained and certified as teachers as well as librarians. Special librarians may need a master's degree or a Ph.D. in their subject field—law, chemistry, or fine arts, for example—as well as a master's degree in library science.	Librarians may work evenings and weekends.

Occupation	*Nature and places of work*	*Training and qualifications*	*Other information*
Library Technicians and Clerks	These workers do many of the routine and clerical jobs in libraries: They check out books, collect fines, sort and shelve books, order and process new materials, answer routine information requests, and operate the library audiovisual equipment. Library technicians—also called library technical assistants—have more training and greater responsibility than library clerks. Clerks work in all types of libraries. Technicians work mostly in large libraries.	A high school diploma usually is required. Most library technicians and clerks learn their skills on the job. Some technicians take courses in library technology at community and junior colleges; such programs generally lead to an associate of arts degree.	Job titles vary. People doing this kind of work may also be called library assistants, library aides, or pages. Library technicians and clerks may work evenings and weekends.

Answers to Related Occupations

CHILDREN'S LIBRARIAN

1. Media specialist, 2. Bibliographer, 3. Classifier, 4. Acquisitions librarian, 5. Reference librarian, 6. Bookmobile librarian, 7. Medical librarian, 8. Chief librarian.

SECONDARY SCHOOL TEACHER

1. Industrial arts teacher, Construction occupations; 2. Cooking teacher, Service occupations; 3. Library science teacher, Education occupations; 4. Law professor, Office occupations; 5. Modeling teacher, Sales occupations; 6. Flying instructor, Transportation occupations; 7. Engineering teacher, Scientific and technical occupations; 8. Watchmaking teacher, Mechanics and repairers; 9. Nursing teacher, Health occupations; 10. Economics teacher, Social scientists; 11. Home economics teacher, Social service occupations; 12. Art teacher, Performing arts, design, and communications occupations; 13. Forestry teacher, Agriculture, forestry, and fishery occupations; 14. Shop math teacher, Industrial production occupations.

SCHOOL COUNSELOR

1. Teacher, 2. Social worker, 3. Rabbi, 4. Employment counselor, 5. Priest, 6. Rehabilitation counselor, 7. Minister, 8. College career planning and placement counselor.

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